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ABSTRACT

New Jersey's plan for increasing minority group participation in higher education is presented. The plan, developed in response to declining minority enrollments, outlines eight goals for student recruitment and retention and the strategies intended to achieve them. The goals concern strengthening efforts to attract academically prepared minority students to New Jersey colleges, expanding programs to improve the preparation and aspirations of educationally disadvantaged minority students, developing programs responding to Hispanic population needs for English language preparation, increasing minority faculty and administrators; developing campus climates supportive of integration, strengthening special studies programs, services to minority students and surrounding minority communities, and exercising more systematic state oversight of institutional efforts to improve minority participation and achievement. Specific strategies for achieving each goal are noted, including changes or emphases in existing programs and planned policy initiatives. (MSE)

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Increasing Minority Involvement

JULY 1988
New Jersey Department of Higher Education

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INTRODUCTION

Society must ensure that minorities benefit equitably from opportunities for higher education for a host of powerful reasons. The most potent consideration of all -- the moral and legal obligation -- has long been cited, but, unfortunately, only to limited avail. Lately, however, a new impetus built around self-interest has emerged. Demographic and economic trends (including the economy's growing dependence on a more highly skilled work force) have raised the stakes to even higher levels. Ultimately, our success in this endeavor may well determine whether the nation's high standard of living, as well as its democratic political system, will be preserved.

Demographic projections make the urgency of effective action clear. According to the New Jersey Department of Labor, between 1980 and 2000, the nonwhite population of New Jersey will increase by 87%. By the end of that period, nonwhites are expected to constitute 26% of all 15- to 24-year-olds. If the term "minority" is defined to include the full complement of the Hispanic population (white and nonwhite), proportional estimates come closer to one of every three young adults. Nonwhites already constitute approximately 30% of New Jersey public school (K-12) enrollments.

Most of these minority youth are receiving their elementary and secondary education in the state's most distressed school districts. Currently, about two-thirds of black students and three-quarters of Hispanic students attend schools in A and B school districts, those classified by the New Jersey Department of Education as the most disadvantaged because of socioeconomic conditions and other factors. (The majority of these students are, in turn, further concentrated in urban A and B districts.) Lacking the wherewithal to escape to private schools or more affluent surroundings, such students tend to fall behind academically beginning in the earliest grades, and are thus denied a fair opportunity to realize their educational potential.

Minority enrollments in colleges in New Jersey (as elsewhere) rose in the sixties and seventies, only to decline again in the early 1980s, long before parity was attained. The decline resulted primarily from decreasing participation by black students; according to the U.S. Bureau of the Census, the proportion of blacks aged 18 to 24 enrolling in college fell from 33% in 1976 to 26% in 1985.

In keeping with its tradition of activism on matters of educational equity (New Jersey's Educational Opportunity Fund being one of the oldest programs of its kind in the nation), the Board of Higher Education reacted swiftly to these enrollment falloffs, setting in motion a number of new measures (including a mandatory institutional strategic planning and reporting process) to stem and reverse the trend. While tangible progress has since been made, such progress has not been nearly sufficient. The need is manifest for fresh thinking and innovative new tactics. This does not

mean that existing initiatives should be abandoned; on the contrary, they should be strengthened. However, it does suggest that they should be supplemented by strategies that reflect the complexity of the issue. What is needed is a more systematic and comprehensive effort to address the problem on all its fronts, anchored by a determined commitment at all levels that far surpasses any we have seen before.

This paper identifies and provides strategic action plans for eight sub-goals that merit the Board's, the Department's, and our colleges' concentrated attention over the next several years. These sub-goals are not exhaustive, but they build upon a solid foundation of effort already in place, as well as upon a variety of new initiatives being proposed in conjunction with other major systemwide goals. Other policy papers in this series deal with factors that are critically important to the success of minority students, such as adequate financial aid or high quality instruction or proactive advising (see particularly those pertaining to affordability, undergraduate education and faculty development). This paper focuses on those strategies that are fairly specific to the needs of minority students and that are not likely to be fully addressed elsewhere.

The Review Process

This paper has undergone several stages of review. Departmental staff, the Chancellor and Vice Chancellor developed a first draft and circulated it to all institutional presidents for their review and comment. A revised draft was circulated to institutional representatives, and special interest groups statewide. The BHE Minority Committee reviewed the third draft and recommended, among other things, interviewing students enrolled in New Jersey colleges about the issues.

Twenty-five students from institutions throughout the state met with representatives of the BHE Minority Committee, who asked about the factors that influenced these students in attending and remaining in college. Three key issues emerged:

- The need for minority students to develop their educational goals early (i.e., even before the seventh and eighth grades). Once started, contact should be maintained with the students through high school.

- Parents and prospective students require appropriate and positive advice from high school guidance counselors in choosing a college. Informing parents about college requirements and the benefits of college education would increase the number of minority students attending college.

- Increasing minority faculty and staff, and integrating multicultural studies into the curriculum would enhance the college environment and improve the minority image on campus.

Other issues discussed included the assumption that being minority means being underprepared; the need for on-site child care facilities; and the importance of interaction with alumni.

This paper addresses these issues directly in the sub-goals as well as indirectly in the other task force goals.

The eight sub-goals listed below cluster under three topics: recruitment, retention and assuring results. We need, first, to bring a broad spectrum of minority students into higher education; second, to help such students graduate; and, third, to guarantee appropriate statewide progress on both fronts.

Recruitment

Sub-goal #1 Strengthen efforts to attract academically prepared minority students to New Jersey colleges.

Sub-goal #2 Expand programs to improve the preparation and aspirations of minority students who are educationally disadvantaged because of residence in high distress school districts.

Sub-goal #3 Develop programs to respond to the needs of Hispanic and other students whose native language is not English. (This sub-goal also serves retention efforts.)

Retention

Sub-goal #4 Substantially increase the number of minority faculty and administrators on our campuses.

Sub-goal #5 Increase supportive campus climates that integrate minorities and minority related programs into the mainstream of the college community.

Sub-goal #6 Strengthen special studies programs and incorporate the knowledge such programs generate across the college curriculum.

Sub-goal #7 Expand the services provided by institutions to their students and to surrounding minority communities.

Assuring Results

Sub-goal #8 Exercise more systematic and effective state oversight of institutional efforts to improve minority student participation and achievement.

The first three sub-goals reflect the danger that is inherent in generalizing about the needs and concerns of "minorities." There are enormous differences both between and among the various groups that are collectively covered by the term, and these distinctions must be recognized. Securing the full participation of minorities in higher education demands that we serve both the academically prepared and the educationally disadvantaged, and that we intervene early to reduce the number of the latter and increase the number of the former. Efforts must be made to ensure that high school students are satisfactorily prepared for college. College school collaboration programs can both improve the standard high school curriculum and provide enrichment programs. Further, a substantial and growing proportion of minority students are hindered in their quest for academic proficiency by their need to master English as a second language. Special programs expressly dedicated to the needs of such students are required.

The next four sub-goals deal with an aspect of this issue that has often been overlooked or underemphasized: the impact of the college environment on minority retention and success. Active recruitment alone is not sufficient; minorities must not only be recruited to colleges, but must be retained to graduation, in proportions comparable to the 'majority' students. The environment in which they matriculate must be supportive in a holistic sense, from the role models available to the curricula studied. Institutions must reexamine the subtle, as well as the not so subtle, factors that impinge upon minority performance. Institutions must investigate those aspects of their missions that can be legitimately expanded to improve chances for success. In doing so, they are likely to discover not only that such supportive strategies yield benefits for <u>all</u> students, but that the overall quality of education offered has been strengthened.

The last sub-goal addresses the oversight responsibilities of the state, and how it might best use its authority to stress the high priority this issue deserves. The Board and the Department have the obligation to set a clear direction for change, to specify benchmarks and to develop mechanisms for holding both ourselves and our institutions appropriately accountable for results.

While this document emphasizes, of necessity, state level policy initiatives, we must underscore the need for and the obligation of institutions themselves to assume primary responsibility in this effort. Much activity of consequence is already taking place on our campuses; much more is yet needed. Current campus efforts to effect change need more

systematic study and documentation. In constructing this new base of information, we hope to identify the common features across institutions that spur minority progress and to foster a broader perspective on a very complicated and multifaceted issue. As our understanding deepens, we expect new tactics to emerge.

The Board views recruitment and retention as coequal priorities for the state's colleges and universities. Proposed monitoring of initial implementation and subsequent integration into the educational environment will assure timely and successful implementation of these priorities.

Institutions should approach these goals and take effective action within the context of their own circumstances and mission. Each college or university must address these issues with unquestioned commitment and each must establish a solid record of accomplishment. Only then can we permanently consign invidious disparities in educational achievement to the past, and enable New Jersey to tap the full measure of talent her citizens have to offer. Only then will we attain true educational excellence.

Sub-goal #1

Strengthen efforts to attract academically prepared minority students to New Jersey colleges.

General Comments

Many students among New Jersey's minority young adults are academically able and have records of achievement at the secondary school level; many are demonstrably or potentially superior in their level of talent. For a number of reasons, New Jersey colleges lose the opportunity to serve many of these students. Some of the most gifted are never recognized as such and, in the absence of special efforts to nourish their talents and ambitions, fall victim to the risks inherent in their high distress environments. Special programs are needed to identify and support such students.

The highest achievers, on the other hand, find themselves in great demand and often choose to attend out-of-state institutions. We can and should accelerate our efforts to compete for these students with additional merit-based scholarships. Strengthening the quality of our undergraduate instruction, as described in our accompanying strategic action plan for undergraduate education, will also attract more higher achieving minority students to New Jersey colleges and universities.

Minority students who fall in the average ranges of proficiency pose different challenges. Far too many of these students do not consider going to college; clearly, we must better target and tailor our information and promotional programs to reach this group. Despite our best efforts in this regard, however, many able minority high school graduates will continue to find military service an attractive alternative. Such individuals, however, are hardly "lost forever" to higher education; most, in fact, do not choose to pursue a long-term military career and many exit the service with benefits to credit towards college tuition. In the past, we have not recruited this population as directly or effectively as we might; the time has come to do so. Finally, minority individuals with adequate academic preparation who do elect to go on to college often choose to attend community colleges. These students are among the best candidates for transfer programs yet, because of poor advising or inadequate articulation arrangements, they may find it difficult to proceed to baccalaureate degrees. We must correct this situation.

Existing Programs

A. Scholarship Programs

Several scholarship programs aim to attract academically superior minority students to New Jersey undergraduate colleges:

1. The Garden State Scholarship Program provides annual scholarships valued from $500 to $1,000 depending upon class rank, Scholastic Aptitude Test (SAT) scores, and financial need.

2. The Distinguished Scholars Program provides $1,000 annually without regard to financial need to students who rank in the top 10% of their class with SAT scores of 1200 or above, or who are ranked first or second in their class.

3. Special recruitment and scholarship programs provide recognition and financial assistance for higher achieving minority students.

B. Transfer Advisory Board

The Transfer Advisory Board, composed of college administrators, is developing strategies to facilitate transfer of students between the two-year and four-year programs. Currently, some colleges have specific advisory agreements and other colleges are developing such agreements.

Planned Policy Initiatives

A. Urban Scholars Program

This initiative, also proposed in our strategic plan on affordability, will recognize academically gifted students from the lowest socioeconomic urban school districts. Although deserving of recognition based upon their secondary school achievements, these students often do not qualify for existing merit-based scholarship assistance because of the type of selection criteria (including standardized test scores) used in most scholarship programs. Students may, however, be eligible for need-based assistance. The Urban Scholars Program, part of the Distinguished Scholars program, will select students on the basis of criteria to be developed by the Student Assistance Board. Up to 500 students will be offered renewable scholarships valued at $1,000 annually.

The Department will also urge institutions to raise private funds to match awards to urban scholars attending their institutions.

B. Pilot Programs for Gifted and Talented Minority Students

Programs to identify gifted and talented minority youth, especially those that rely on conventional criteria such as grades, often overlook students with the greatest unrealized potential. The Department will encourage institutions to develop innovative systems to identify gifted and talented minority high school students, and to develop enrichment programs to serve them. These should include programs that would allow students to take on-campus college courses (for college credit) while in secondary school, and an early college admissions program with a

scholarship commitment. The Department will also expand its precollege programs for gifted and talented minority students to additional New Jersey colleges and universities.

C. Services for Regularly Admitted Minority Students

High achieving minority students enroll in New Jersey colleges in substantial numbers; but trends in their subsequent performance as measured by retention and graduation rates are significantly below that of the majority student population. Increasing the retention and graduation of minority students must be approached in a holistic fashion. There is increasing emphasis through various precollege programs to prepare and motivate minority students to enroll in colleges in New Jersey. Retention of significant numbers of minority students through to graduation must be ensured through the following services and activities:

Support groups should be structured to include counseling for a heterogeneous minority student population. Tutoring in academic areas should be made available in groups, as well as on an individual basis. Supplemental instructional programs should be developed in specialized areas. An example of this is NJIT's Intercession program.

Opportunities that would provide mentoring for undergraduate minority students should be developed. These could include activities such as part-time employment on campus with faculty and administrators; internships in community-based public and private organizations. These activities would be structured to provide the students with some additional skills that would be transferable to their program of studies and career development. In fact, this type of exposure and experience can help students in the clarification of career goals, reinforcing the need to complete their education and thereby impacting positively on retention and graduation.

D. Expanded Informational and Promotional Efforts

The Department's informational and promotional activities, such as college fairs, financial aid nights and other events, should have as a priority areas with high minority student populations. The Department will collaborate with postsecondary institutions in these areas to inform parents and students about college in New Jersey and the availability of financial aid. Promotional materials will highlight minority students, and be made available in both English and Spanish. Promotional activities will be expanded to commercial and cable television, radio, and local minority news media, and video disks for each postsecondary institution in New Jersey will be made available for distribution to secondary schools in all districts, and especially in the type A and B school districts.

E. Expanded Eligibility for State Student Assistance to Part-Time Students

Many adults seek to improve their lives and career opportunities through part-time collegiate study. Minority adults especially could benefit from part-time college enrollment, and financial assistance should be available for these students. The Department supports a pilot program to provide grants to students who have never attended college and who enroll in a New Jersey collegiate institution part-time. The Department will encourage institutions to promote this program especially among the adult minority population.

F. Outreach and Recruitment Programs for Military Recruits, Active Military and Minority Veterans

With the passage of the latest G.I. Bill, the Montgomery G.I. Bill, educational incentives are attracting more qualified young people then ever before. Included in the Montgomery G.I. Bill are supplements that can add up to 36 months of entitlement totalling approximately $25,000. Recent studies by the American Council on Education show more minority enlistments because of these educational benefits. The Department will collaborate with institutions to develop outreach and recruitment programs to attract these potential students. Consideration could be given to contacting local recruiters for the Armed Services. As an example, the U.S. Army now has a program for qualified individuals that includes identifying a cooperating institution for "delayed enrollment." The program, called CDEP, provides the potential student with a supplemented G.I. Bill package and a school that follows the individual until release from active duty when he/she is automatically enrolled. Other concepts to be considered include on-post/base recruitment and post-service contact. Coordination with existing on-campus Veterans Affairs Programs is highly recommended in these efforts.

Sub-goal #2

Expand programs to improve the preparation and the aspirations of minority students who are educationally disadvantaged because of residence in high distress school districts.

General Comments

Most minority youth, particularly those who reside in the state's high distress school districts, demonstrate levels of academic achievement that tend to mask their college potential. The New Jersey Department of Education classifies school districts in a system of 10 categories (A through J) of approximately equal size. While the categorization system is based on many factors, it is primarily a measure of socio-economic status (SES). In a recent study (Walberg and Fowler), a very strong relationship between SES and average achievement as measured on statewide examinations was found for New Jersey students. This finding is consistent with previous research done elsewhere. However, Walberg and Fowler also found a clear relationship between student achievement and district size: the larger the district, the lower the average test scores after controlling for SES.

There are 97 districts classified in the lowest levels (i.e., A and B). Nearly half of these districts are nonurban and small. The A and B districts enroll approximately two-thirds of all black and three-quarters of all Hispanic public school students in New Jersey. During the 1987 school year, the largest of these districts (Newark, Jersey City, Paterson, Camden, Elizabeth, Trenton and East Orange) enrolled approximately 15% of the state's public school students, but 46% of all black and 42% of all Hispanic public school students. Of specific importance in these districts is the dominance of black and Hispanic student enrollment: 77% in Elizabeth to 80-90% in the other districts. Students in these districts suffer the double effect of attending schools in districts that have the lowest SES, and are the largest districts in the state. Students in these districts are not being educated to their full potential, either because of problems in the schools or because of the pathologies of urban life, or both. Through no fault of their own, these students are denied the opportunity to study science with reasonably equipped laboratories; they are denied the opportunity to take advanced placement courses; they are denied adequate counseling and advice about college; and they are denied a rigorous curriculum which challenges them, sets high standards, and provides them with a realistic view of their achievements and needs. Lacking equal opportunities, they fall behind their peers in educational achievement and attainment.

In fact, in New Jersey's nine largest school districts, of students enrolled in ninth grade during AY 1983-84 only 49% graduated (on time) by the 1986-87 school year. Of those who graduated from high school, only 49.2% pursued postsecondary education. In comparison, the statewide graduation rate is 79-80% and the postsecondary attendance rate is

approximately 66%. One group requiring specific attention is minority males whose dropout rates are higher and graduation and postsecondary attendance rates are lower than those for minority and urban students in general. In sum, these students are least likely to attend college unless the college community intervenes directly.

A few continuing programs have been jointly operated by the Departments of Education and Higher Education, and most Department of Higher Education programs have been discussed with the Department of Education. Some advisory boards or planning groups include Department of Education staff. The cooperation and communication between the two departments will continue.

Existing Programs

Many existing programs, supported by colleges, the private sector, the federal government and DHE, aim to improve the preparation and aspirations of educationally disadvantaged youth.

A. Precollege Academic Grant Program

Currently, the Department's precollege academic grants fund more than a dozen programs in the nine of the largest school districts in the state to motivate disadvantaged minority students and to increase the likelihood of their attending college. The direct services to students in these programs are supplemented by activities for parents and close cooperation with schools.

B. Educational Opportunity Fund (EOF) Program

EOF provides full or partial funding for five precollege programs that affect the preparation and aspirations of minority students from distressed school districts. They include programs in math and science enrichment, career explorations, SAT preparation and the remediation of students' math and English skills deficiencies.

C. County College Challenge Grant Program

This grant program funds activities in three areas, one of which involves projects with secondary schools. Programs to help insure that minority students will persist in school and be prepared to take advantage of technical programs in the county colleges have been funded at three county colleges.

D. Mathematics, Science, and Computer Science Teaching Improvement Grant Program

This five-year-old program distributes more than $1 million a year in state and federal funds, primarily for college/school projects involving teachers and students. With few exceptions, all projects are focused on urban schools.

E. Other DHE Grant Programs

The Department has funded precollege programs in foreign languages with federal funds and through the humanities grant program. Some of these have focused on teachers of minority students.

Planned Policy Initiatives

A. Expanded Programs to Serve Educationally Disadvantaged Minority Students

Programs exist in all the major cities in New Jersey. Because of the limited funds available, however, only a small percentage of the likely participants across the state are involved. More important, only a small percentage of students within any one school participate. The first priority in expanding programs is to increase the number of student participants from schools currently involved. In addition to the obvious benefit of serving a greater number of students, we hope to produce an additional benefit of creating in each school a critical mass of students who will influence the schools' climates and the peer culture toward valuing schooling, educational achievement, and going to college. Second, new programs will be established so that the total set of programs involves school districts that enroll at least 75% of the state's black and Hispanic students. Third, pilot programs involving elementary school students will be established and closely monitored.

B. Coordination of Existing Programs

Current programs to serve educationally disadvantaged minority youth are funded by foundations, private industry, the federal government, colleges and DHE. Programs across the various funding sources operate in isolation. There is no formal coordination of these various programs, and hence, no centralized inventory of existing programs. DHE will take the lead in coordinating these programs to improve the distribution of services to disadvantaged youths.

C. Guaranteed Admission and Financial Assistance

Many economically and educationally disadvantaged students do not consider attending college. Even though in New Jersey today college is a realistic possibility and substantial financial assistance is available to those who graduate from urban high schools with good records, these facts are not sufficient to motivate urban youth. As Eugene Lang has demonstrated, a guarantee of admission and financial assistance encourages students to set higher personal goals and make better choices about their schooling. This guarantee should motivate students to achieve at higher levels, not drop out, and go on to college.

While admission to college and financial assistance go hand in hand, it is important to consider each separately. Naturally, it would make little sense for a student to be offered financial assistance through a state program if the student were not accepted at a college that the student wanted to attend. Similarly, it would be meaningless to admit a poor student without offering significant financial aid. However, while the state can offer financial aid packages and guarantees, only colleges can offer admittance. An initiative to provide both, therefore, must take care of each on its own terms.

Students participating in precollege programs will be guaranteed admission to colleges in the state, if the students meet specific academic and behavioral criteria. Academically, criteria will be based on students taking specific courses, achieving specific grades and grade point averages, and performing at or above specific minimum levels on standardized tests (e.g., the NJCBSPT). Behavioral criteria will include maximum unexcused absences from school, absence of school-based disciplinary problems (particularly drug-related problems), and participation in community service programs.

Two lists of participating colleges will be generated. The first list will contain all colleges that guarantee admission based on a set of criteria established by the Department. The second list will include colleges that require additional criteria and/or impose higher standards. For community colleges, where admittance is not an issue, admittance to specific programs that are selective would be cited on the lists.

The Department will join with the private sector in providing a guarantee of tuition (equal to the state college tuition). The Department will seek legislation amending TAG and EOF regulations to permit "qualifying" students as seventh graders and guaranteeing, at a minimum, that level of TAG and EOF. Benefactors, individual and corporate, will be recruited to provide the difference between the guaranteed level of TAG and EOF and the actual level of state college tuition.

D. Expanded EOF Eligibility

One outcome of the increasing number of precollege programs for minority students from distressed school districts is that students who complete precollege programs will be academically prepared for college and hence ineligible for EOF. Although these students will probably be eligible for other forms of financial aid, under current EOF guidelines, they could not use EOF's extensive academic and developmental support services. Often these students will still need these services. For this reason, we will ask the EOF Board to consider all students entering college from urban distressed school districts to be eligible for the program's support services.

E. Statewide Higher Education Marketing Plan to Increase Awareness of College Opportunities for Black and Hispanic Students

This initiative is also put forward in our strategic plan for affordability. To develop the Higher Education Marketing Plan, a working group will be established comprising representatives from black and Hispanic clergy, and other black and Hispanic leaders, such as representatives from the private sector, New Jersey college presidents and Department of Higher Education staff. This working group will develop a marketing plan emphasizing that New Jersey colleges welcome minority students, financial aid is available and easy to apply for, minority students can succeed in New Jersey colleges, and minority graduates from New Jersey colleges are successful.

The working group will consider five tasks:

1. Implementing a financial aid counseling campaign among black and Hispanic populations through presentations at select local churches, community centers or schools in urban areas, and establishing temporary financial aid counseling centers at urban centers, major indoor markets, malls and recreational facilities in minority communities. The counseling campaign activities will be staffed by admissions and financial aid officers and faculty from local colleges, and DHE staff.

2. Developing a statewide promotional campaign, relying primarily upon local, neighborhood, community, as well as commercial television and statewide news media, to be coordinated with the counseling campaign.

3. Developing a simplified financial aid form (NJ FAF-EZ) similar in principle to the 1040-EZ, optional for students with limited income who intend to enroll in New Jersey colleges.

4. Developing a program to recruit and train members of the minority community, and other individuals to serve as volunteer financial aid advisors, and college/community liaisons, to carry on the objectives of the marketing plan throughout the year in their local community.

5. Making a special effort to reach "at risk" black and Puerto Rican males and single female heads of households.

Sub-goal #3

Develop programs to respond to the needs of Hispanic and other students whose native language is not English.

General Comments

The "ethnolinguistic minority student" differs from the dominant majority population in language and culture, and often (but not always) has limited English proficiency (LEP). Because such students are a steadily growing presence in New Jersey's educational syste.., the need to ensure appropriate educational services, including the opportunity to achieve college degrees, for these students has become urgent. Collegiate access and retention for these students depends largely on our ability to assess accurately their academic and language skills and our willingness to provide effective supportive services, especially those that enable development of English language skills. In addition, other factors including school climate, teacher attitudes and quality of instruction are also critical to the success of ethnolinguistic minority students. Addressing the full range of these students' needs should be an integral part of institutional planning and programming.

Existing Programs

In FY 1987 the Department recommended the development of educational programs for ethnolinguistic minority students. In FY 1988 a total of $325,000 was awarded to establish language education programs. The overall goal of the ethnolinguistic project is to provide LEP students with more opportunities to increase their academic and English language skills, and thus enable them to participate successfully in higher education.

During FY 1988 the Department funded four to six comprehensive instructional programs to address the language and academic needs of Hispanic ethnolinguistic minority students, the largest and fastest growing ethnolinguistic minority population. These programs will begin with special recruitment efforts, and include academic and counseling support services until graduation. A budget recommendation of $500,000 has been made for ethnolinguistic programs for FY 1989.

Planned Policy Initiatives

A. <u>Expansion of Current Efforts</u>

Increased funding will be sought to replicate, at other institutions, effective ethnolinguistic grant programs and to establish new programs to extend services to more students.

A 1988 summer institute will help non-ESL faculty from institutions with large proportions of limited-English-proficient students to better serve ESL students in their regular content courses. Efforts will be made to continue and expand this kind of faculty development activity. Further, a commissioned paper on the status of Hispanics in higher education in New Jersey will be used to help shape further policy development in this area.

B. Increased Hispanic Participation in Existing Programs

Special efforts will be made to increase the participation of Hispanic students in Department funded precollege programs, and to adapt such programs so that they can better address these students' linguistic and other needs. When appropriate, an ESL component will be made an integral part, not only of precollege programs, but also of Educational Opportunity Fund (EOF) summer programs.

C. Provision for Participation in Proposed Programs

Special efforts will be made to include Hispanic and limited-English-proficient students in the pilot programs to identify and serve gifted and talented students proposed in sub-goal #1. The statewide promotional and informational campaign described in sub-goal #2 will also target Spanish-speaking populations and will develop materials that highlight the programming for ethnolinguistic minority students available on New Jersey's campuses.

D. Institutional Follow-up of "Dropout" and "Stop-out" Ethnolinguistic Minority Students

In order to enhance and improve educational opportunities for ethnolinguistic minority students, institutions need to address two basic questions: 1) Why are some language minority students not completing degree programs? 2) What accounts for the success of others? The possibility of obtaining this data through the College Outcomes Evaluation Program will be explored. In addition, pilot programs should be considered for "at risk" groups, specifically minority males and single female head of households.

E. Collaborative Efforts

The Bilingual Education Act of 1968 provides federal funds for bilingual programs at school districts, and to institutions of higher education for teacher training programs. Cooperative programs between school districts and institutions of higher education are also eligible for funding and are encouraged. The Office of Bilingual Educational Issues will initiate collaborative efforts with the Office of Compensatory/Bilingual Education of the Department of Education to provide technical assistance to institutions seeking such Title VII funds.

F. Faculty Development Programs for Other Ethnolinguistic Minorities.

In order to enhance and improve the educational preparation of ethnolinguistic minority students, the department encourages the participation of all faculty and administrators in programs designed to sensitize them to specific needs of this group.

Sub-goal #4

Substantially increase the number of minority faculty and administrators on our campuses.

General Comments

A significant and growing obstacle to the recruitment and retention of minority students is the scarcity of minority faculty. Blacks and Hispanics constitute only small fractions of academe's teaching, research and administrative leadership. Even more alarming, after modest increases in the 1970s, more recently the number of minorities serving in such roles has declined. This persistent underrepresentation is intimately connected to a constricting educational pipeline that begins in the earliest years of formal education. From a small pool of minority group undergraduates, an even smaller number will go on for graduate training to qualify for college faculty positions. Thus the cycle continues: lacking role models and mentors to help shape their educational and career aspirations beyond the baccalaureate level, the next generation of minority students turns to other pursuits as well. Moreover, when students see few, if any, members of minority groups in positions of leadership and influence on campus, a clear and unmistakable message encourages alienation and dampens aspirations of all kinds.

If we hope to achieve dramatic and reasonably rapid increases in the proportion of minority faculty and administrators at New Jersey colleges and universities, then we must intervene at several key places -- and we must do so aggressively now. By building on current programs and developing new initiatives, we can expand the graduate educational opportunities available to minority groups, thus allowing greater numbers to prepare and train for an academic career. The Board and the Department must also facilitate the recruitment of minority group faculty members to New Jersey colleges and universities, and provide spurs and incentives for institutions to reach and exceed their hiring goals. Finally, we must take steps to promote the professional development and retention of minority faculty members and administrators already in the system.

Existing Programs

A. <u>Affirmative Action Status Report</u>

Through biennial affirmative action progress reports, the Department collects and reports data by sex and race on new hires to full-time faculty positions at New Jersey public colleges and universities. The reports also provide data on the race and sex of employees in administrative, faculty, professional nonfaculty and nonprofessional staff positions. The Department and Board of Higher Education's Budget Committee use these reports in discussions with individual institutions concerning their patterns of minority employment, and (with the full Board) to make recommendations and policies to assure continued progress.

B. Minority Academic Career (MAC) Program

The Department established this program statewide in 1985 to increase the pool of doctorally qualified minority group candidates for faculty positions at New Jersey colleges and universities. MAC provides financial support to minority group students studying full-time in eligible doctoral programs in New Jersey. The program makes available up to $15,000 per year for four years to each MAC fellow, $5,000 of which is provided by the doctoral institution as a stipend. The remaining portion of the award, up to $10,000 per year for four years, takes the form of an interest free redeemable loan. Once the doctorate is completed, MAC loans can be redeemed by teaching full-time at a New Jersey college or university for four years. Current enrollment in the program stands at 32 fellows; MAC is being expanded, however, to support up to 75 fellows by 1992.

C. Educational Opportunity Fund (EOF) Graduate Access Program

The EOF graduate program provides financial assistance to full-time low-income students at New Jersey graduate or professional schools, with priority given to students who received EOF assistance as undergraduates. Participation levels in the graduate program have declined over a third since the 1983-84 academic year (from 234 to 154 students in 1987-88). Approximately 90% of current students are enrolled in professionally oriented programs such as law or medicine, rather than in the academic fields that more typically lead to faculty careers.

Planned Policy Initiatives

A. Expansion of the Candidate Pool

The number of minority individuals with the necessary academic preparation for faculty and administrative positions in the coming decade is directly related to the size of the student pool pursuing graduate training today. Thus we must work diligently to increase the numbers of minority undergraduates who continue their studies at the doctoral level, so that we can, in effect, "grow" our own candidates for these jobs. To this end, the Department will continue and expand several current programs that work toward this goal, as well as establish new programs that, taken together, form a comprehensive strategy focused on expanding this critical future resource.

Whereas the Minority Access Program (MAC) is intended to increase the pool of minority professionals, under the current structure the number of faculty who would be produced would be inadequate to meet the anticipated demand for faculty. To fulfill the projected demand in the year 2000 and beyond, the scale of this program must be expanded such

that it can contribute significantly to the number of faculty that will be required. In addition to state funded programs like MAC, the private sector should be encouraged to participate on a wider scale in the training and development of minority faculty through the provision of funds for such efforts.

1. Because talented minority undergraduates are moving toward professional schools or toward employment, we must recruit potential minority faculty before graduate school. A minority undergraduate fellowship program would identify juniors who have an interest in academic careers, would provide them with a faculty mentor who would supervise a research project (or who would involve the student in the mentor's research project) during the spring semester of the junior year, and then involve the fellow as an undergraduate teaching assistant during the senior year. In addition, the student would attend the annual meeting of the pertinent discipline's association. The mentor would assist the student with choosing a graduate school (possibly a MAC institution).

2. The EOF graduate program, while it should continue to provide support for a broad range of professional and academic studies, can and should play a larger role in facilitating minority access to New Jersey's college teaching and administrators ranks. Institutions should encourage EOF graduates by providing them with such experiences. This is particularly true for students who, for one reason or another, are not candidates for the MAC program: those whose interest in college teaching is still tentative, those who seek to teach in technical or health-related fields at a county college (where master's level preparation is often all that is needed or required), or those who can only pursue graduate study part-time. The Department will ask the EOF Board to consider what options it might adopt (such as permitting support for part-time study in selected instances) to increase the number of students served with interests in academic careers, especially in those fields where minorities are most severely underrepresented.

3. Full implementation of existing expansion plans for the MAC program will be aggressively pursued. The program will also recruit more actively from the current pool of minority undergraduates.

4. To make both the MAC and EOF graduate programs more attractive to potential students, those students who reside in New Jersey should be permitted to commute to graduate programs in Philadelphia or New York City, assuming that (a) no similar programs exist in New Jersey, or (b) if such programs do exist, they are so highly selective that minority student access is significantly impeded. A formal mechanism will be established so that students can petition for access to such out-of-state institutions, and decisions can be made on each case.

5. In many of the sciences, newly minted doctorates need to spend time doing post-doctoral research in order to establish a base for future scholarship; this is particularly important for persons seeking careers at the research institutions. A new post-doctoral fellowship program is proposed through which colleges would hire as instructors persons with recent doctorate in the sciences. The person would be given a one year's release from teaching in order to do post-doctorate study at one of the universities. The college would pay half of the salary; DHE would pay the other half. The fellow would be promoted to assistant professor at the completion of the "post-doc" and would be required to teach at the college for two years. The "post-doc" might be extended to a second year upon the approval of the Chancellor and the fellow's president; the teaching requirement would be extended to four years. MAC fellows who are awarded "post-docs" would pay back one year of teaching for the post-doctoral leave.

B. Recruitment and Hiring

The Board and Department propose to encourage institutions to set and meet hiring goals by providing technical support for recruitment strategies, as well as monetary incentives when appropriate.

1. A Departmental working group with appropriate representation by sector from institutional affirmative action and minority affairs officers will recommend specific recruitment and hiring standards for collegiate faculties and administrators. Such standards, with targets and timetables for the percentage of new hires that minorities should constitute, are especially necessary to encourage strong efforts to hire minorities to fill faculty positions vacated through recent early retirement legislation. The working group will also debate and recommend possible incentives (such as capitation grants) and sanctions (such as withholding lines). These recommendations would then be reviewed and approved by the oversight panel (described in sub-goal #8), which would take responsibility for monitoring these standards as part of their general oversight duties.

2. The Department will aid institutional recruitment efforts by establishing a program to redeem a portion of the educational loans held by newly hired minority faculty members. The loan redemption fund, which would be designed to buy up to $4,000 per year for four years (but not to exceed 50% of the faculty member's outstanding loans), would be made available to about 10 to 15 faculty a year, with their entire potential loan buy-out being covered by that year's annual budget. Priority would be given to prospective faculty members who are graduates of a New Jersey high school or college. (MAC participants would not be eligible.)

3. The Department will encourage faculty and administrator exchange programs between New Jersey institutions and those colleges and universities nationwide that have significant minority student enrollments. Through the development of formal and informal ties between institutions, we expect to attract additional talented minority students to our graduate programs as well as to establish the networks required to attract new doctoral degree holders to faculty and administration positions in the state. The costs involved in establishing such programs should be minimal, since the major cost of faculty salaries would be evenly exchanged. The project may require small administrative grants to the college to cover start-up costs. Similar exchange programs (or other cooperative ventures) will also be encouraged to attract minorities working in business and industry to campus on a short term basis.

4. The Department will encourage minority graduate assistantships/fellowships at New Jersey institutions and colleges to attract master's and doctoral candidates.

C. Professional Development and Retention

Attention must be focused on the retention of those minority group faculty members and administrators currently affiliated with our institutions, with priority given to initiatives that foster their professional development and leadership potential. Initiatives described here will be pursued in conjunction with the Board's strategic plan for faculty development.

1. The Department will support institutionally sponsored workshops and seminars designed to improve the research skills and publication activities of minority faculty members, as part of the larger effort toward faculty improvement in the state. If available, funds will also be provided for attendance at professional associations and for membership fees in same.

2. Since minority faculty often find themselves shouldering a disproportionate amount of committee work and student advising, a research fellowship program will be established to enable junior level minority faculty to devote full-time attention to research and publications in the critical years preceding tenure review. The one-year fellowship would relieve the faculty member of all teaching and advisement responsibilities and would offer the option of residence at one of the state's research institutions. The Department could begin by offering three to five fellowships per year with a value comparable to that of the salaries of junior level faculty members at our institutions.

3. The Department will also investigate the possibility of establishing an administrative fellows program for minority group faculty and administrators, using the model of the successful

fellowship program sponsored by the American Council on Education. The goal of this program would be to enable minority faculty and administrators to gain the experience and skills necessary to make the transition to positions of leadership in higher education administration. The program would place fellows for one year in the top ranks of institutional administration, where they would be assigned to projects and activities most advantageous to their professional development.

4. The Hispanic Leadership Fellows Program, which was successfully run by the Department in the past, should be continued. The Department will seek new funding sources for this program or, if such support cannot be obtained, will explore alternatives, such as limiting participation to New Jersey participants, which would allow the use of state funds to support the program in its entirety.

Sub-goal #5

Create supportive campus climates that integrate minorities and minority related programming into the mainstream of the college community.

General Comments

As their access to college has gradually expanded, minority students have found it difficult to blend comfortably into the college community, both educationally and socially. The majority and minority cultures on campus have, in many important regards, remained separate and distinct. For many minority students, particularly those coming from highly segregated urban public school districts, attending a predominantly white college represents the first time they have actually experienced being "in the minority." The tendency toward separation has been reinforced by administrative structures that permit, if not encourage, the use of small isolated units to serve the needs of minority students, and by special admissions and support programs that have the unfortunate side effect of perpetuating stereotypes regarding the abilities and performance levels of this group of students as a whole. The resulting potential for misunderstandings and even overt hostility, especially among a generation of students too young to remember the civil rights struggle of an earlier era, has been amply demonstrated by a disturbing resurgence of racial incidents at colleges across the country.

Our failure to achieve a pluralistic, culturally integrated "single college community" will continue to hamper our efforts to increase minority participation and success in our institutions of higher education unless we meet the situation head-on. In seeking cultural convergence, we must recognize that attitudes and behaviors, both overt and subtle, lie at the core of the problem. This holds true not just for students, but for faculty and administrators as well. Too often, efforts to assist minorities are viewed as separate and apart from the "normal" obligations of a college to its student body when, in fact, such efforts are well within the scope of good educational practice and are, further, of potential value to all students. The question is not just one of changing minority students so that they will better "fit" into the college environment, but equally one of changing that environment so that it more adequately reflects important moral principles and emerging demographic realities. Those we deem "minorities" today will soon collectively constitute our society's majority.

If minority students are to be comfortably integrated into the mainstream of the college community, top-to-bottom commitment to pluralism and to the educational success of each student must pervade each institution. Only then can there be produced a day-to-day atmosphere that permits all students to participate with equal ease in the full range of educational experiences available to them on campus. Responsibility for creating such an atmosphere rests at all levels, in all quarters of the college. The Board and Department must do what they can to ensure that

necessary levels of awareness of the problem exist, and to support an active search for effective solutions. In addition to the measures outlined below, proposals made on "campus climate" in the strategic action plan for undergraduate education are directly relevant to this issue.

Existing Programs

This area has only recently been directly addressed by state level programming, although the Board and the Department did direct that boards and presidents be personally involved in minority related strategic planning in 1986. A convocation program held this spring for the higher education leadership of the state, in conjunction with the Board's twentieth anniversary commemoration, dealt with the topic of human relations on campus. Some state level strategies to increase minority student involvement, such as the EOF program, may have facilitated the development of separate minority affairs offices that function outside the campus mainstream.

Planned Policy Initiatives

A. Leadership Orientation

The Board and Department should take the lead in setting the tone and establishing the priority of this issue. The Chancellor, in company with the Chair of the Board of Higher Education, will emphasize the importance of creating a single college community when they meet with boards of trustees and presidents. The spring convocation was presented and viewed as a "kick off" event; institutions have been (and will continue to be urged to sponsor a host of similar campus based activities in the coming year (see E below). Also, if the proposed Center for Higher Education Leadership receives funding for its declared intention of providing training in "community building" for campus administrators, it will serve as one vehicle for promoting continuing effort in this area. Further, the Department will secure a faculty fellow for FY 1989 (and provide consultant and other resources as necessary) to oversee the initiatives that are addressed in the remainder of this section.

B. Minority Administrator/Faculty/Student Studies

Campuses currently organize in a variety of ways, with greater and lesser success, to address the needs of minority students. What works well in one environment may not necessarily work well in another. The faculty fellow will conduct a study on these various modes of organization, and to survey administrators (those with both "traditional" and specifically minority oriented assignments) to elicit their perceptions of the strengths and weaknesses of various approaches. Minority administrators, in particular, will be queried

regarding their administrative roles, promotional histories and barriers to promotion and development needs. Involving traditional administrators in the survey, in addition to securing their perspectives on this issue, may also serve to raise levels of awareness of the reasons for concern. Results will be used to make recommendations on each case and perhaps to broaden the scope of current affirmative action reporting. Surveys will also be made of a representative sampling of minority faculty and students to identify both the barriers that they deem most damaging to their full and comfortable participation in the campus experience, and the support services or other factors that they feel best enable them to succeed.

C. Faculty/Administration/Staff Dialogues and Seminars

The results of these surveys will prompt discussion at a series of dialogues on the meaning and utility of pluralism on campus, and on state and local strategies that should be used to achieve it. The Department will explore ways to sponsor an invitational dinner/lecture/seminar series where speakers (faculty themselves) would showcase innovative integration efforts on their campuses for an audience of selected college representatives. Similarly, the Institute for Collegiate Teaching and Learning will devote a considerable portion of its resources to faculty sensitivities regarding minority issues, particularly as they affect instructional and advising activities. Much of what has been learned over time through the EOF program can be more broadly disseminated and applied via these avenues; the efforts of the New Jersey Master Faculty Program (described in the strategic action plan for faculty development) to improve classroom environments and teaching effectiveness are also pertinent.

D. Campus Programming

New Jersey colleges and universities have been invited to submit proposals through the Retention Initiative Grant Program to plan and implement broad-based activities that improve human relations on campuses, increase awareness of commonly shared values among students, faculty and staff, and reduce bias on the basis of race, sex, sexual orientation, or economic, religious, and class background. Five to eight grants of up to $20,000 each will be awarded for a total of up to $100,000. (Funds for direct costs must be matched by the proposing institution.) In addition, each institution is strongly urged to seek a further financial match by business industry, or private foundations, to implement more quickly and comprehensively a many-tiered program of development.

The Department will continue a category related to human relations programs within the Retention Initiative Grant Program in succeeding years, provided that funds are available for retention programs and the proposals received in the human relations category are of high quality. To help those institutions that are not yet ready to submit proposals,

the Department will sponsor two seminars this summer for institutional teams to study the issues surrounding covert and overt racism and appropriate institutional responses, and to formulate preliminary campus human relations plans.

E. Cooperative Professional Association/Academic Department Minority Achievement Programs

The responsibility to bring minority students into the mainstream must be fully felt not just at the institutional level, but at the department level as well. Programs organized around specific occupations (such as engineering) have often been highly successful in improving minority student achievement. The Department will therefore encourage alliances between individual academic departments, local professional associations and local employers to recruit and prepare minority students within a given professional field under existing grant programs, particularly the cooperative education grant program. In addition to local linkages, alliances should also be developed with national organizations such as the Minority Engineering and Science Association (MESA) and the National Action Council for Minorities in Engineering (NACME).

Sub-goal #6

Strengthen special studies programs, and incorporate the knowledge such programs generate across the college curriculum.

General Comments

The content of the curriculum is a critical element of the climate established on a campus, and when that curriculum fails to devote attention to the accomplishments and concerns of "minority" cultures commensurate with their global impact, then both minority and majority students suffer. One important way to provide for both instruction and expanded knowledge in these areas is through the use of special studies (generally referred to as "area" or "ethnic" studies) programs. Approximately fifteen percent of New Jersey's colleges and universities offer special programs in African, Africana, Afro-American, Black, Caribbean, Hispanic, or Latin American studies. Not all of these programs offer degrees; some are concentrations within existing departments, while others grant certificates to program completers. Such programs enhance the awareness of minority students of their own cultural background, and thus can aid recruitment and, through related cultural programming, expand outreach to surrounding minority communities. Since most special studies programs are interdisciplinary, an approach to scholarship and learning that has been the source of much recent intellectual excitement, these programs have the added benefit of promoting productive faculty dialogue across departmental boundaries.

The problem, of course, is that the knowledge and resources represented by special studies programs have largely been restricted to those who actively seek them out, assuming that an appropriate array of such programs exists on a given campus. As important as it is that minority students have academic access to their heritage, it is even more important that majority students receive systematic exposure to areas distinct from traditional Western thought and experience in order to broaden their horizons and their capacity to act responsibly and knowledgeably in today's world. A second critical means to achieve these ends, therefore, resides in integrating the scholarship of special studies programs into the general curriculum, and particularly into undergraduate core courses. All involved benefit from such an approach: faculty enhance their breadth of knowledge, expertise and awareness; majority students are better equipped to deal with the challenges of both citizenship and commerce; and minority students profit from the self-confidence that comes from seeing their heritage accorded its legitimate place in the academic firmament.

Existing Programs

A. Grant Programs

New Jersey's special studies programs have received varying levels of support through the Department's Humanities and Foreign Language/ International Education grant programs, as have campus efforts to integrate international and multicultural content into the regular curriculum. Such programming may also profit from funds allocated through the College Outcomes Evaluation Program to support faculty who are examining the assessment of general education, since this will entail, in part, measures of multicultural knowledge.

B. The New Jersey Project: Integrating the Scholarship on Gender

This program includes within its purview "race, class and ethnicity" as well as gender, but emphasizes the latter. The project provides, however, an appropriate model and incubator for what should eventually emerge as a full-fledged project dealing with the former concerns in their own right. The New Jersey Project is built around conferences, residential summer institutes, on-campus workshops and the development of supportive networks for those working to integrate gender scholarship into their local campus curricula.

C. The Multicultural Studies Project

The Department has begun to discuss with a group of faculty members from around the state a project to stimulate dialogue on areas of multicultural scholarship that remain outside mainstream scholarship, and to debate how best to incorporate such scholarship into the core or general undergraduate curricula. The Department expects to initiate activities in this area with FY 1988 funds and to expand the effort in FY 1989 and 1990.

Planned Policy Initiatives

A. Strengthen Special Studies Programs

The Department will be prepared to respond if individual colleges display the interest and capacity to develop or strengthen special studies programs.

1. Humanities and Foreign Language/International Education grants will give special consideration to proposals to develop or strengthen special studies programs. Proposals to develop new programs must, however, be primarily based on using existing faculty and institutional resources. In addition, appropriate visiting faculty could be recruited or funds appropriated to retrain minority faculty in appropriate disciplines.

2. The faculty fellow will survey institutions on special studies programs in New Jersey. Information such as the degree granting status of the program, program faculty and staff, courses and course sequences, resources (administrative support), and numbers of students should be collected. Of special interest would be information on local programs focused on curricular integration. The resulting database could be used to develop recruitment materials for minority students, or as a resource guide for minority community organizations. The database should be used to form a statewide network of faculty and staff to facilitate communication and exchange of ideas between the state's campuses. The Department can support this network by providing funding (in the form of small planning grants) to institutions to form consortia to coordinate activities, services, special events, and perhaps, course offerings on several, cooperating campuses.

B. Curricular Integration

Funds will be requested in the FY 1990 budget to support a fully developed multiculturally oriented curricular integration initiative. Since constituencies and areas of interest and scholarship strength within the state are not yet as clear as they were, for example, at the outset of the gender integration project, an extended developmental schedule (through FY 1989) should be used to build appropriate networks and strengthen existing special studies programs, as proposed above. Further, during this period, the experiences encountered by the gender integration project, whether successful or not, will help identify those areas where new approaches are needed and those areas where similar integration strategies could be easily adapted by the Multicultural Studies Project. A statewide conference will be sponsored in the spring of 1988 to generate awareness, garner support and provide a preliminary forum for discussion of strategies, existing strengths and weaknesses, and state and national models for curricular change in this area. A faculty member will then plan the further development of the project, mounting such activities as funds permit in FY 1989, preferably including an intensive residential institute in the summer of 1989 modeled after that used in the gender integration project. A much broader schedule of activities, including a series of statewide discipline based curriculum development workshops to explore integration possibilities and follow-up projects on individual campuses, would then be implemented as part of a full-scale initiative in FY 1990.

Sub-goal #7

Expand the services provided by institutions to their students and to surrounding minority communities.

General Comments

If minority involvement in higher education is to be significantly expanded, institutions will need to take a broader view of their responsibilities both to their students and to the communities from which they flow. For minority students, the ability to participate and succeed in higher education at all levels is often predicated on the availability of such nonacademic support services as day care, subsidized housing, and meaningful and accessible part-time employment opportunities. Institutional planning should take these needs into consideration and understand their relationship to recruitment and retention strategies.

Institutions should also recognize the impact, real and potential that they have on neighboring communities, particularly those in urban distress areas. Many of our institutions can and should augment their efforts to involve and assist residents of these surrounding communities, in ways consistent with their public service missions. Such efforts yield benefits for the college as well in the form of enhanced recruiting prospects and general community support for the institution itself.

Existing Programs

The Department, through the College Outcomes Evaluation Program (COEP), has funded projects that bring community and college representatives together in "focus groups." In addition, the Department actively supports current efforts to provide child care assistance during both day and evening hours for students. These efforts include collaboration with the Department of Human Services in the Realizing Economic Achievement (REACH) program. The REACH Program provides job training to single heads-of-household on welfare. Some DHE supported precollege math and science programs also include programming for parents. In addition, a number of institutions provide a variety of community services on their own initiative.

Planned Policy Initiatives

A. <u>Nonacademic Support Services for Students</u>

1. The Department will seek funds to establish day care centers, or linkages with existing day care centers in the community. This is particularly critical at the community colleges where there is a greater concentration of nontraditional students (including single mothers and heads-of-household); new initiatives in this area will be coordinated with the single parent aid program proposed in our strategic plan for affordability.

2. The Department will also seek funds to construct residential facilities for students with families. Both county and senior colleges would be eligible to develop such facilities, which would provide family programming and child care. In addition to undergraduates, these facilities might also serve graduate students, who face acute financial pressure if they are studying and have families.

B. Retention Studies

Through its retention initiative (see our strategic plan for undergraduate education) the Department will increase its efforts to encourage each institution to assess the non-academic factors that contribute to minority students' decisions to dropout or stopout. The Department will continue to assist institutions by reviewing existing model efforts, and disseminating information on promising strategies for replication and adaptation within the state.

C. Community Services

The Department will ask all institutions:

1. to review their K-12 educational efforts to improve the formal and informal achievement of minority children in surrounding communities and determine how the institution can work cooperatively with local school districts to buttress these efforts. Examples might include student tutoring programs and collaborative efforts among faculty and teachers. Special efforts will continue to be made to encourage replication of the "middle college" concept, which is designed to reduce the dropout rate of urban high school youth, improve their academic skills, sense of self-worth, and desire for achievement. One goal is to increase the college going rate among this group and the degree of success in college.

2. to develop and enhance relationships with local community groups and agencies, and to provide broader access to institutional facilities, services and other cultural programming.

Sub-goal #8

Exercise more systematic and effective state oversight of institutional efforts to improve minority student participation and achievement.

General Comments

Over the past few years, the Board and Department have increasingly adopted more active and assertive oversight of minority enrollment and retention. Directives, monetary incentives and budgetary sanctions have captured the attention of the New Jersey higher education community. To maintain leadership and momentum, the Board and the Department must continue to exercise strong oversight in this regard. The active monitoring of clear and specific performance standards and application of fair and appropriate measures to reward success and encourage increased efforts are critical. In addition, the Department must offer continuing technical assistance to help institutions meet their goals.

The College Outcomes Evaluation Program (COEP)

COEP, a comprehensive statewide assessment program to improve higher education in New Jersey, will yield information on the following specific outcomes related to increasing minority involvement in higher education:

1. Access -- data on subgroups (defined by racial/ethnic status, ethnolinguistic status, age, financial aid status, gender, and handicapped/non-handicapped status) will be collected and compared to the demographic profile of the institution's service region.

2. Retention -- data on retention will be analyzed by various subgroups, including racial/ethnic status.

3. Academic Performance -- data on program completion rates, credit completion ratios, grade point averages, and licensure exam results will be collected, and, where feasible, will be analyzed by racial/ethnic status.

4. General Intellectual Skills Development -- the results of the General Intellectual Skills Assessment will be analyzed by subgroup, including racial/ethnic status.

In addition, as part of the COEP effort, institutions will examine their missions, goals, and objectives in the areas of student development, involvement, and satisfaction, and develop assessment plans to determine if these objectives are being met. This could result in improvement of the learning environments of those institutions as outlined in sub-goal #5.

Similarly, institutions will examine the goals and objectives of both their general education programs and their more specialized programs or majors. These discussions could result in the sort of changes called for in sub-goal #6, particularly if institutions accept the recommendation of the Student Learning Outcomes Subcommittee to include an "appreciation of the human condition and ethical issues" as a critical dimension of general education.

Relevant data on all of the sub-goals, except #4, will be gathered as part of the COEP process. Data on sub-goal #4 are gathered as part of regular affirmative action reporting on institutional staff. This occurs biannually (or annually for newly hired faculty).

The COEP effort is based upon collaboration between the Department and the campuses, and emphasizes providing technical assistance and other incentives. However, the possibility of monetary sanctions has been raised in Board Budget Committee recommendations, and actually implemented in instances of institutional failure to achieve the 10% EOF admissions goal. Finally, the Board's 1986 minority recruitment and retention strategic planning and reporting directive has further refined and systematized relevant standards and Departmental monitoring processes.

Planned Policy Initiatives

A. Institutional Standards

The use of the 10% EOF admissions goal has already shown both the impact of having clear and measurable standards to which institutions can be held accountable and the occasional need to adjust such standards based on the individual circumstances of institutions. The Department will continue to seek and set such standards, but it will also strive to make these performance criteria less arbitrary and more individualized. The minority recruitment and retention strategic planning and reporting process provides a convenient vehicle for such an effort, but only if the Department insists that each plan in its final form include clear, measurable, and ambitious yet obtainable standards of performance. Plans will not be accepted unless and until this is the case. Institutions must then be held accountable to these self-determined standards through subsequent reporting cycles.

B. Panel Oversight

While individualized standards can make monitoring flexible, they cannot substitute for clear system level standards that specify overall goals and target dates, acceptable levels of progress and accomplishment. To set these standards and to exercise oversight over their achievement, a panel will be appointed to guide and oversee all system efforts directly related to improving minority involvement. The current EOF Board is a natural candidate to take on this role; so would

be the existing Board of Higher Education Special Committee on Minority Enrollments, particularly if it included more EOF Board members. The Department's new Division of Educational Access and Urban Affairs would staff the panel. Responsibilities will include (subject, where appropriate, to Board of Higher Education approval):

1. Setting clear and measurable systemwide goals, and timetables for their accomplishment. These goals should include specific targets for student recruitment, retention and graduation rates. Each institution's first-time, full-time freshman class should include a percentage of minorities that equals or exceeds the percentage among the previous year's high school graduates from its primary recruitment area; or each institution's minority retention rate should equal its majority retention rate and equal or exceed the target retention rate for that institution (or sector) set by the Presidential Task Force on Retention. Similar targets should also be established for minority representation on faculty, administration and staff.

2. Overseeing state level minority initiatives. Reports and policy memoranda relevant to minority involvement will come to the panel and then be submitted to the Board of Higher Education.

3. Making judgments regarding institutional progress. The panel will assess each institution's performance over the past year for the Board's Budget Committee consideration of annual funding. The assessment should be based on the institution's annual report on strategic plan implementation, and on an institutional profile compiled by the Department's Division of Educational Access and Urban Affairs. The profile, organized around predefined elements approved by the panel, should discuss minority representation and mobility within faculty and administrative ranks; student recruitment, retention and graduation statistics; EOF status (i.e., whether it is a line item budget item, the degree to which institutional funding exceeds the required match, the percentage of indirect costs included in the match, the qualifications and reporting responsibility of the director, etc.); and such other indicators of commitment and achievement that the panel deems relevant. In compiling this profile, the Division of Educational Access and Urban Affairs will closely coordinate its information gathering with the reporting procedures of the Basic Skills and College Outcomes Evaluation Programs.

4. Recommending an appropriate state response. If institutions have made exceptional progress in increasing minority participation and achievement, the panel will formally make this judgment known at the budget hearings. The Board's Budget Committee will also prescribe a clear and possibly graduated set of performance sanctions for use, if necessary, when progress is unsatisfactory. Such "public" sanctions may include the withdrawal of institutional

eligibility for competitive grant funds or the request that the Student Assistance Board impose prescribed penalties when allocating scholarship funds. The panel will also formally consider whether and how funding allocations should be modified to permit greater per student support for institutions that serve large proportions of urban, educationally disadvantaged students.

C. Technical Assistance and Information Sharing

The Department will sponsor a set of appropriate conferences and workshops to present the latest available information on strategies to improve minority student participation and achievement. The Department will encourage the sharing of information among institutions, especially the adaptation of successful models to improve areas that are identified. Further, the Department will provide technical assistance to individual institutions, as appropriate.